Participation Decision Flowchart

Consider These:

Results of Individual Cognitive Ability Test, Adaptive Behavior Skills Assessment, individual administered achievement tests, and district-wide alternate assessments, and English language learner (ELL) language assessments, if applicable

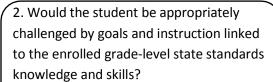
Data from scientific research-based interventions, progress monitoring data, results of informal assessments, teacher collected data and checklists

Examples of curriculum, instructional objectives, and materials, work samples from school- or community-based instruction

Present levels of academic and functional performance, goals, and objectives, and post school outcomes from the IEP and the Transition Plan if applicable

- 1. Do the student records indicate a disability or multiple disabilities that most significantly impact intellectual functioning and adaptive behavior?*
- *Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.

Yes



Yes 🗸

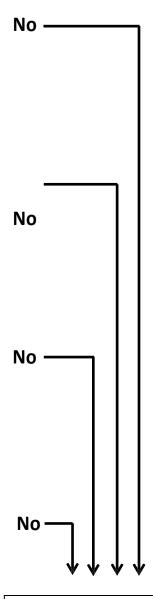
3a. Does the student require extensive, repeated, individualized instruction and support that are not of a temporary or transient nature?

Yes 🗸

3b. Does the student use substantially adapted materials with individualized methods of accessing information in alternate ways to acquire, maintain, generalize, demonstrate, and transfer skills across academic content?

Yes Ψ

Student may participate in alternate assessments.



Student must participate in the general assessment. Student may be eligible to use accommodations.